

SCHEDULE 5: MODERATION REQUIREMENTS

1 PURPOSE

This Schedule supports implementation of the [Assessment Policy](#).

2 SCHEDULE

1. Moderation

Overview:

- 1.1 Moderation refers to a range of activities which provide confirmation that, at all stages of the assessment lifecycle, assessment has been conducted in accordance with the Policy.
- 1.2 Moderation involves elements of both quality assurance (before assessment is implemented) and quality control (after assessment) and must, on a regular basis, include the input of an academic not currently involved in the teaching of the unit.

Requirements:

- 1.3 All summative assessment **must** be subject to moderation.
- 1.4 Ensuring that assessment is effectively conducted is a collective responsibility to be exercised through the operation of internal moderation procedures.
- 1.5 The method of moderation may vary between departments.
- 1.6 Departments and offices (e.g. PACE) are responsible for ensuring that all staff involved in unit design and/or marking are adequately prepared for this activity, particularly those with less experience or who are new to the University.
- 1.7 Departments and offices must have documented processes for internal moderation, which are provided to all staff involved in the assessment process. The key elements of the information must be made easily available to students, for example, included in Unit Guides.
- 1.8 Evidence of moderation should be recorded/retained by the unit convenor until the next unit review.
- 1.9 The effectiveness of moderation processes will be evaluated periodically via the Academic Standards and Quality Committee of Academic Senate.

1.10 The views of all examiners, including those external to the University, will be subjected to internal moderation processes of the University.

2. Moderation and the Assessment Lifecycle

2.1 Moderation will occur at all stages of the assessment lifecycle, including:

- (a) Setting and modification of assessment criteria and standards
- (b) Design and modification of assessment tasks and rubrics
- (c) Pre-Marking (if more than one marker)
- (d) Marking/Grading
- (e) Review and Evaluation

3. Setting and modification of assessment criteria and standards

3.1 Moderation, however organised, should confirm that the assessment criteria and standards:

- Relate to the demonstration of the knowledge, understanding and skills set out in the unit learning outcomes, achievement of which is being assessed
- Are clear and sufficient to differentiate levels of achievement
- Can be understood by students and all members of staff involved in the grading of assessments.

4. Design and modification of assessment tasks and rubrics

4.1 Each course/program* team should ensure the appropriateness of the type of assessment tasks across a course/program.

**Note – In accordance with the Curriculum Architecture [Policy](#), from 1 January 2020 'programs' are known as 'courses'.*

4.2 Internal processes will ensure the moderation of specific assessment tasks. This might be carried out either amongst paired colleagues, within teaching teams or by a departmental or course/program committee. However organised, the aim of this moderation should be to ensure that:

- Each task is a valid means of providing students with an opportunity to demonstrate achievement of the intended learning outcomes for the unit.
- The questions or instructions are clearly worded and contain no ambiguities as to what students are expected to do.
- The assessment workload is appropriate to the assessment across the course/program.
- The time allowed for completion of the task is reasonable.
- All students can reasonably be expected to have access to the resources required for completion of the task.

- There is a clear marking scheme or rubric confirming correct answers or key features of model answers and if applicable, directions where and how marks are to be apportioned according to performance in specific questions or against specific assessment criteria and standards.

5. Pre Marking

- 5.1 All markers must be familiar with the assessment standards, and agree on marking processes. The aims of this moderation are to:
- clarify any misunderstanding of assessment requirements; and
 - ensure shared understanding and application of criteria and standards for assessment.
- 5.2 Common forms of pre-marking moderation include:
- Pre-marking meetings with the teaching team and a step-by-step discussion of each question, checking for clarity and lack of ambiguity and for consensus around expectations of student responses.
 - Trial marking to refine the marking scheme and generate shared understandings of expected standards.
- 5.3 For assessment tasks where there is only one marker, the marker may pilot mark a number of scripts to familiarize themselves with the standards.

6. Marking/Grading

- 6.1 Marks moderation must ensure that the judgements/marks have been arrived at accurately, consistently and fairly in accordance with the assessment criteria.
- 6.2 Common forms of moderation may include:
- Checks for the consistent application of standards between different markers, through the use of comparative measures such as failure rates.
 - For a sample of submissions,
 - Checking that the mark or grade awarded by the first marker is appropriate in accordance with the assessment criteria/marketing scheme.
 - Second marking (also referred to as double marking) the work in order to confirm the first mark, where the first mark is known to the second marker.
 - Blind second marking which means that the first mark is not known by the second marker.

7. Review and Evaluation

- 7.1 The teaching team should identify and address areas for improvement in curriculum and assessment design in time for modification for the next unit offering.
- 7.2 All modifications should be documented and further review undertaken as part of the University's unit review cycle.

RELEVANT DOCUMENTS

Assessment [Policy](#)

[Schedule 1](#) Grading Requirements

[Schedule 2](#) Course/Program and Unit Assessment Requirements

[Schedule 3](#) Higher Degree Research Assessment Requirements - see the Higher Degree Research Thesis Preparation, Submission and Examination [Policy](#)

[Schedule 4](#) Final Examination Requirements

[Schedule 6](#) Unit Guide Requirements

Final Examination [Procedure](#)

3 NOTES

3.1	Contact Officer	Chair, Senate Learning and Teaching Committee
3.2	Implementation Officer	Associate Deans Learning and Teaching & Associate Deans Quality and Standards
3.3	Approval Authority / Authorities	Academic Senate
3.4	Date Approved	5 April 2016
3.5	Date of Commencement	Beginning of Session 2, 2016
3.6	Date for Review	April 2019
3.7	Documents Superseded by this Schedule	Assessment Policy approved 4 October 2011 Grading Policy approved 3 August 2010 Final Examinations Policy approved 5 June 2012
3.8	Amendment History	16 January 2020 – Terminology change from 'program' to 'course' in accordance with Curriculum Architecture Policy .
3.9	Policy Authorisation	Assessment Policy (effective Session 2 2016)